



# LeCoTec

## Päätös



[LET.oulu.fi](http://LET.oulu.fi)

Learning and Educational Technology  
Research Unit

Pirkko Hyvönen 20.5.2010

UNIVERSITY of OULU  
OULUN YLIOPISTO



# OPISKELUN VAIHEISTUS

- B
- L
- O
- G

•HOME

•F2f, local meeting:

## •Group orientation

•Orientation to the CSCL and the course

•Understanding the basics of the CSCL

•Knol

## •Individual studying

•Theoretical basis of the CSCL: Three orientations based on the current research

•Understanding

•→ On the basis of given material, I will write a manuscript with ideas, thoughts, insights and questions.

•Reflection of group collaboration

•Knol

## •Collaborative writing and learning in multicultural groups:

•Leiden, Ghent, Ramon Llull, Turku and Oulu

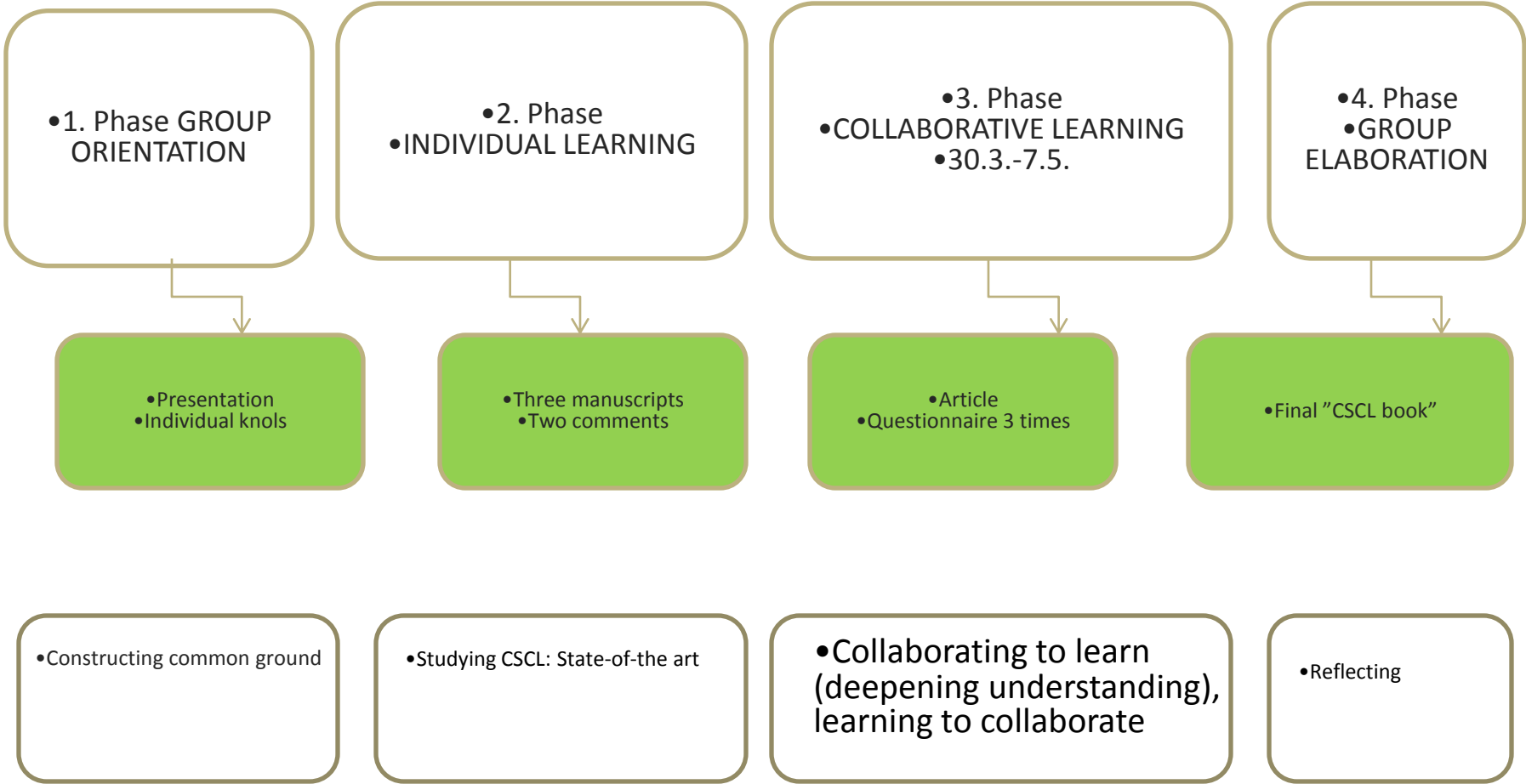
•Deepening understanding in one chosen topic  
->

•We will write an article, followed by academic writing standards (APA)

•F2f, local meeting

## •Group reflection

# PHASES, OUTCOMES AND MAIN PURPOSES



# OPPIMISEN TAVOITTEET opintojaksolla

1. Teoreettinen ymmärrys
  - Mitä CSCL tarkoittaa? Mikä merkitys? Miten tutkitaan? Mitä haasteita?
2. Käytännön harjoittelu
  - Miten minä ja me toimimme CSCL-prosessissa? Miten voimme vaikuttaa kollaboraation onnistumiseen? Miten osaamme hyödyntää teoreettista ymmärrystä kollaboraatioon?
3. Akateeminen kirjoittaminen
  - APA 6 Manual ja Academic Writing Manual (U of Ramon Llull)
4. Englannin kielen hyödyntäminen
5. Sosiaalisen median hyödyntäminen
  - Kotiblogi, työskentelyyn knol





# *COLLABORATIVE PHASE*

## **1) Meet your group and discuss about group collaboration**

How to keep the group active and productive; how to interact and manage with challenges

Plan schedule

Discuss about manuscripts and your experiences

Discuss about roles

What are possible a) problems or disadvantages, b) possible contexts c) possible aims. that you may provide answers or solutions in this article?

## **2) Decide and define**

Aim, question(s) or problem, and context

Start collaborative writing process

## **3) Understanding context**

Find more information and deepen your understanding of the context

Keep on writing


## **4) Understanding theoretical basis**

Find more information and deepen your understanding of the theoretical basis of the topic

Define central concepts

Keep on writing





## 5) Constructing “the solution” for the problem/question(s)

Construct the output, where you provide answers for the question/problem  
Keep on collaborative writing process

## 6) Conclusion

Conclude your topic and write discussion  
Discuss and decide order of authorship  
Still writing

## 7) Abstract and key words

Write abstract and define key words (3-5)  
Discuss and decide order of authorship.

## 8) Finalizing and publishing

Re-read and edit your article  
proofreading  
references

### *MATERIALS*

APA 6 Manual  
Collaborative Writing Manual  
Articles (your topic and sub-topic)  
Additional articles



# CHALLENGES

Socio-emotional-motivational challenges

Is social interaction taken for granted? How to get students to know each others?  
How to encourage them to joint writing?

- “---but I was afraid to do this at the very begining because, once more, we can see emotions are very important **and I didn't want to hurt others changing the text.**”  
“--to the chapter of emotions I also would have done some "strong" changes, **but I didn't dare** --- instead, I added / completed / changed / justified some information which was, honestly, much more laborous.”

How to get students to work same time?

“Again, I know my collaboration has been late, but it has been intense and I have the feeling I have worked hard.”

Main socio-emotional challenges, 2008:


Our goal for the project was different (27%)

One/some people were not fully committed to the goup task (20%)

Group member participation was not equal (15%)

“I have lost everybody exept from Linda!”





2. Students may have different prior knowledge and conceptual understanding

→ Ensuring common ground?

3. Learning strategies and self-regulation skills may have not developed adequately.

4. Technologies afford complex learning environment, tasks, and situations, which is crucial for expert learning

Too challenging, too complex?

Tutoring, coordination and time

Structuring and scripting

Roles

5. The roles and tasks of teachers and tutors are not defined or instructed.

Peer tutoring?

“everything seems to go in the right direction and everybody seems to be happy :)”







## *1) Face-to-face minutes*

### *Tavoitteet*

- *Työskentely*
- *Sosio-emotionaaliset haasteet*
- *Tuotokset*

## *2) Oppiminen*

- *Mitä olet havainnut oppineesi? Kuvaa esimerkkejä ja analysoi niitä oppimisteoreettisesti.*

## *3) Miten LeCoTec toteutetaan vuonna 2012?*

- *Opettajan ja opiskelijan näkökulma*
- *Mitä pitäisi tutkia?*

*Materiaali: blogit, knol-artikkelit, keskustelut*

